DOCUMENT RESUME

ED 478 428 TM 035 112

TITLE	Virginia Alternative Assessment Program: Implementation Manual (Revised 2002).
INSTITUTION	Virginia State Dept. of Education, Richmond.
PUB DATE	2002-09-00
NOTE	79p.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	*Alternative Assessment; *Disabilities; Elementary Secondary Education; Special Education; *State Programs; *Student Evaluation; *Testing Programs
IDENTIFIERS	*Virginia

ABSTRACT

The Individuals with Disabilities Education Act requires state programs to adopt standards for all children, including those with disabilities, in state and district-wide assessments with the provision of appropriate and necessary accommodations. For students who cannot participate in state and district-wide assessments, the law requires that state education agencies develop and implement guidelines for their participation in an alternate form of assessment by July 1, 2000. This document is the implementation manual for the Virginia Alternate Assessment Program, designed to evaluate the performance of students who have traditionally been exempted from state assessment programs. Assessment is through a Collection of Evidence that may include observations, work samples, data charts, performance event results, and other assessments. The Implementation Manual contains these sections: (1) "Introduction"; (2) "Selecting the Student"; (3) "Performance Dimensions"; and (4) "Components of the Collection of Evidence." Eleven appendixes discuss linkages to the state's Standards of Learning and supplemental information about assessment procedures. (SLD)

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Virginia Alternate Assessment Program

Implementation Manual

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Virginia Alternate Assessment Program

Implementation Manual

Revised 2002

Virginia Department of Education

Fall 2002

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IMPLEMENTATION MANUAL
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Section One

Introduction

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) 97 and ALTERNATE ASSESSMENT

Public Law 105-17 (06/04/97), the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, requires that "the State has established goals for the performance of children with disabilities in the state that ... are consistent, to the maximum extent appropriate, with other goals and standards for children established by the State." This requirement compels programs to adopt standards for all students, including those with disabilities, in state and district-wide assessments with the provision of appropriate and necessary accommodations. For students who cannot participate in state and district-wide assessments, the law requires that state education agencies develop and implement guidelines for their participation in an alternate form of assessment by July 1, 2000. The intent of the federal legislation was to make certain that educational reform efforts include all students. Critical elements in improving education for students with disabilities are promoting high expectations commensurate with their particular needs and ensuring meaningful and effective access to the general curriculum. When schools have high expectations for students with disabilities, guarantee appropriate access to the general curriculum, and provide necessary supports and accommodations, many can achieve higher standards than society has historically expected.

Federal statutes and regulations specifically address these issues by requiring the development of state performance goals for children with disabilities that must address certain key indicators for success of educational efforts for these children. These state-developed goals and indicators must be "consistent, to the maximum extent appropriate, with other goals and standards for children established by the State" [IDEA 1997, Section 612(16)(A)(ii)]. Special education must be viewed as an extension of general education, not as a separate system.

Many indicators propelled the development of alternate assessment from a national perspective, such as:

Standards for all students must

- Address life-long learning and meaningful participation in society,
- Reflect inputs and outputs,
- Encourage growth,
- Result in meaningful change in instruction, and
- Merge instruction and assessment.

In addition, alternate assessments must

- Be given at the same grade level as required by the State for general education,
- Reflect student choice and decision making,
- Allow students to demonstrate strengths rather than weaknesses,
- Demonstrate skills in multiple settings, and
- Use technology or assistive devices when appropriate.

VIRGINIA FOUNDATION FOR ALTERNATE ASSESSMENT

Purpose and Philosophy

The purpose of the Virginia Alternate Assessment Program (VAAP) is to evaluate the performance of students who have traditionally been exempted from state assessment programs. Amendments to the Individuals with Disabilities Education Act (IDEA 1997) reflect the intent to extend educational accountability and reform to all students, including those with disabilities. Although these students represent a relatively small portion of the overall school population, the Virginia Alternate Assessment Program was developed with the belief that these students are a part of our accountability system and that the evaluation of their achievement represents an important component of our quest toward high standards.

The Virginia Alternate Assessment Program was developed using the following statements as guiding principles:

1. The Alternate Assessment is designed for students who are pursuing a functional curriculum regardless of their educational placement (e.g. general education classroom, special education classroom, hospital, homebound, private school, state-operated program).

2. Decisions about participation in the Alternate Assessment are made collaboratively by the IEP team.

3. Students participating in the Alternate Assessment must have access to and show progress in the general curriculum to improve the student's quality of life and prepare students for employment and independent living.

4. Student performance in a variety of settings with social interactions and in natural context will be based on multiple sources of data.

5. Assessment must yield reliable and valid information that leads directly to student learning and improved instruction.

6. The Alternate Assessment will follow nondiscriminatory practices and will be sensitive to issues of cultural competence.

7. Student performance on the Life Skills Strands and Performance Indicators and access to the Delivery Practices are viewed as equally important in improving the students' quality of life and in preparing them for employment and independent living.

8. The Alternate Assessment will parallel the state and district-wide assessment to the greatest extent possible.

9. Schools will be accountable and have high expectations for all students.

QUESTIONS and ANSWERS
ABOUT THE VIRGINIA ALTERNATE ASSESSMENT PROGRAM

1. ***Who developed the Virginia Alternate Assessment Program?***
The Virginia Alternate Assessment Program is a project that is shared by the Division of Assessment and Reporting and the Division of Instructional Support Services Office of Special Education. Staff from each division has direct responsibility for program development. Department of Education staff members have been supported by a steering committee composed of individuals in the state who represent each of the eight Superintendent Regions. Persons on the steering committee include teachers, parents, special education directors, principals, and division directors of testing, technical assistance providers, university faculty, private school administrators, and state-operated program staff.

   The Department of Education was also supported by the Virginia Institute for Developmental Disabilities (VIDD), the Mid-South Regional Resource Center (MSRRC), and the Inclusive Large Scale Standards and Assessment (ILSSA). VIDD is a university-affiliated program located at Virginia Commonwealth University. MSRRC and ILSSA are associated with the Human Development Institute, a university-affiliated program located at the University of Kentucky. These programs have provided support, research, and technical expertise for the development of the Virginia Alternate Assessment Program.

2. ***What will the Virginia Alternate Assessment Program evaluate?***
Students participating in the Virginia Alternate Assessment Program will be assessed in the four core content areas (English/Language Arts, mathematics, science, and history/social sciences). The Individuals with Disabilities Education Act Amendments of 1997 mandated that every child has access and shows progress in the general curriculum. Student performance on measurable IEP goals linked to the general curriculum based on Standards of Learning in a variety of settings and contexts will be evidenced in a collection of work. Student performance demonstrated in the Collection of Evidence will be reviewed and scored individually.

3. ***What assessment options may be used?***
The Collection of Evidence includes evidence of performance on measurable IEP goals, information obtained from parents, and subjects area entries including the student's resume and schedule. Entries reflect student performance through direct observation reports, student work samples, data charts, performance event results, pictures, and/or video and audiotapes. These assessment options were field tested by 68 teachers from 32 school divisions from April through June 2000. Information from the field test was used to make final decisions about the components that are required in the Collection of Evidence.

4. ***How will Alternate Assessment data be collected?***
Teachers of students who meet the VAAP participation criteria will gather components for each student's Collection of Evidence. Data may include the results of surveys, interviews, observations, data sheets, student work samples, photographs, audiotapes, and videotapes. These components will be gathered throughout the school year. In the spring, the data will be organized into a Collection of Evidence and submitted to Questar Educational Systems from **March 10-28**, for statewide scoring and reporting.

5. ***Will the data collection process be flexible enough to remain individualized in focus?***
The format of a Collection of Evidence permits an individualized assessment for each student. The data collection process allows the teacher to use a variety of techniques to evidence the student's performance. These techniques include surveys, interviews, observations, data sheets, student work samples, permanent products, photographs, audiotapes, and videotapes. The data collection process will be standardized in the sense that teachers will start and complete the process within a specified time frame and will follow the same guidelines in selecting the entries to be included. The Collection of Evidence will also be submitted during dates pre-determined by the Department of Education. The Department of Education requires certain components for all students participating in the VAAP and allows data to be collected from a list of options.

6. ***What scoring techniques will be used?***
The Department of Education developed a scoring rubric that focuses on student performance. By design, a rubric provides an evaluator with a consistent set of standards by which each Collection of Evidence can be reviewed and scored. The rubric will assess student performance in English/Language Arts, mathematics, science, and history/social sciences as evidenced by:
   - Performance of IEP activities;
   - Performance of IEP activities that show access to and progress in the general curriculum;
   - Performance of IEP activities in a variety of settings with social interactions;
   - Performance of IEP activities in a functional context; and
   - Performance of IEP activities with appropriate supports.

   Procedures will be developed to ensure reliability of scoring activities.

7. ***Who will score?***
Questar Educational Systems of Eagan, Minnesota will serve as the external-scoring contractor. Measurement, Inc. will serve as a sub-contractor and will provide technical support.

8. ***How will performance be determined?***
The Department of Education plans to use three categories to score English/Language Arts, mathematics, science, and history/social sciences entries in the Alternate Assessment. The scoring process will apply a numerical value for student performance. The numerical value will be used to determine passing scores that will be used to represent the categories: Needs Improvement, Pass Proficient, and Pass Advanced that are used in the SOL assessments.

9. ***How will the Alternate Assessment scores count towards school accreditation?***
The Regulations Establishing Standards for Accrediting Public Schools in Virginia clearly state the intentions of the Board of Education to include the results of the Alternate Assessment in the accreditation of schools. The Regulations state, "In a manner prescribed by the Board, the evaluation of the performance of schools shall take into consideration: the percentage of those students with disabilities whose IEPs specify their participation in alternate assessment who attain a proficient level score (beginning with the 2001-02 school year)." (8 VAC 20-131-280)

10. ***How will school divisions decide which students participate in the Alternate Assessment?***
Participation in the Virginia Alternate Assessment Program is determined on an individual basis by the IEP team. IEP teams will use the participation criteria for the VAAP as reflected in Superintendent's Memo #49 (March 2002). The IEP decision must be based on current and historical data. A copy of the Superintendent's Memo and Guidelines for Participation are included on page 11 of this manual.

11. ***May a student participate in both the SOL assessment and the Alternate Assessment?***
No, participation options for students do not include participation in both the SOL assessment and the Alternate Assessment during the same school year. Students with disabilities in Virginia are expected to participate in either the SOL assessments or the VAAP.

12. ***How will consistency of participation be ensured among school divisions?***
The Department of Education will monitor the participation rate and may develop a system to determine possible discrepancies.

13. ***At what levels will the Alternate Assessment be given?***

A completed alternate assessment shall be submitted for students participating in the Virginia Alternate Assessment Program (VAAP) at the elementary, middle school, and high school levels. Alternate assessments shall be completed as follows:

Elementary I	**3rd Grade**
Elementary II	**5th Grade**
Middle School	**8th Grade**
High School	**11th Grade**

Although the Alternate Assessment is given only four times during a student's school life, it reflects accountability of the entire school program. For this reason, the IEP team must consider this accountability in the years prior to assessment submission.

14. ***What is the schedule of the VAAP for this year?***

Summer/Fall	Teacher training
Fall-Spring	Collection of VAAP data by teacher
Spring	Submission of COEs for scoring Scoring Event
Summer	Reporting to school divisions prior to the close of school. Return of Collections of Evidence to divisions 45 days after receipt of score reports

ALTERNATE ASSESSMENT ACTIVITIES AND TIMELINES FOR TEACHERS

1. **Attend Teacher Training**
   Based on teacher feedback and research, the Alternate Assessment will continue to be improved each year. These changes will be presented to appropriate school personnel in training sessions each fall.

   Participants will:
   - Review any changes to the Virginia Alternate Assessment Implementation Manual;
   - Consider any changes in the assessment process; and
   - Use the student's IEP goals linked to the Standards of Learning to guide the planning of Collection of Evidence entries.

2. **Make Sure Parents Have Been Informed About the Alternate Assessment**
   Inform the parents of why evidence of student performance is being collected, the types of evidence needed, and the conditions for gathering such evidence. Parent information is available from Parent Resource Centers, Local Special Education Directors and the Department of Education. If photographs, videotapes, or audiotapes are to be submitted as a type of evidence, secure parental permission using the school division's procedures.

3. **Consider How the Standards Can Be Taught Through the General Curriculum**
   Before any assessment can take place, students must have access to instruction so that the assessment activities embedded in instruction can take place.

   Several resources should be used for students to ensure access to the general curriculum based on the Standards of Learning.
   - First, special educators should consult with educators of students without disabilities for suggestions on how the standards are taught through the general curriculum. This might suggest access points for students with disabilities.
   - Second, Linkage to the Standards of Learning (Appendix A) should provide information about relevant Standards of Learning, Access Skills, and instructional activities. These ideas, which intentionally cover a variety of students with various disabilities, provide material that may be relevant for many students. However, this is not an exhaustive list of standards for students, and a review of the Standards of Learning and the local curriculum is encouraged.
   - Third, for students with disabilities for whom educators still are not certain how the student can access the general curriculum, educators should consider how communication, social, and motor skills (Access Skills) could be embedded in a variety of instructional learning activities.

4. **Determine One or More Assessment Strategies**
   A variety of strategies for assessing students can be used. These include direct assessments of students that yield products such as student written work, observations of students in classroom or non-classroom (e.g., community) settings, performance assessments, and so forth. Surveys of parents and community members, for example, can be used as a less direct means of assessing students.

   Educators are urged to consider multiple sources of information for use in assessing any standard or set of standards reflected in the general curriculum. Each source of information or data that evidences performance is called a "type of evidence." Since the assessment of some of the student's skills may not be direct, it is important to consider how evidences of performance can be gathered in contexts using different assessment methods. This "triangulation" will help educators feel more confident in assessing student performance. Triangulation is the term for the use of multiple methods, data collection strategies, and/or data sources.

5. **Determine How Performances Will be Documented**
   Educators should determine how each student's performance will be documented. Will the student be videotaped, photographed, audio taped, or observed (with observations recorded)? Will samples of the student's work be used? Will formal or informal surveys of parents, community members, or others be used? How will multiple types of documentation be collected and organized?

6. **Work with the Student, If Possible, to Select Evidence to Submit in the Student Collection of Evidence**
   After various kinds of evidence of student performance have been collected, it will be important for the teacher and student (if possible) to sift through evidence to select those types that best demonstrate the performance of the student. For example, if there are several video or audio clips of the student carrying out the same activity, the teacher should select the clip that best demonstrates the highest level of performance, carried out in the most complete fashion, with the largest degree of independence by the student. These may be the types of evidence selected for the Collection of Evidence. On the other hand, it may also be important to select multiple types of evidence showing performance when the student was first being taught the skill and later after the student masters the skill, in order to demonstrate the progress that the student has made. This can be particularly useful in showing parents the yearly progress of the student.

7. **Complete the Necessary Entry Cover Sheets for the Evidence of Student Performance Submitted**
   Once the types of evidence have been selected to display in the Collection of Evidence, the teacher should complete the entry cover sheet to document the performance(s) assessed by the types of evidence and the conditions under which the evidence was collected.

8. **Complete Additional Required Components for the Collection of Evidence**
When the collection and documentation of evidence for the student is completed, the educator should complete the additional components that should be submitted. These components include:
    - Table of Contents
    - Administrative Support Document
    - IEP at a Glance
    - Parent Validation Letter
    - Review the COE using the Self-Evaluation Guide (Appendix J)

9. **Compile Collections of Evidence.**
Collections of Evidence must be completed and submitted to Questar Educational Systems between March 10-28. Collections need to be contained in a 2 inch, 3-ring binder with a clear cover pocket.

    As noted in the Guidelines for Compiling Collections of Evidence, submitted entries must be the student's work. Entries that appear to be fabricated or that are teacher-authored (except for the entry cover page or brief description of the evidence) will be alerted during scoring and returned to the school division for investigation.

10. **Submit Collections of Evidence for Scoring**
Scoring sessions will be held annually after the Collections of Evidence have been submitted. The Collections of Evidence should be submitted to the division director of testing or designee using the local division procedures.

Section Two:

Selecting the Student

SELECTING STUDENTS TO PARTICIPATE IN THE ALTERNATE ASSESSMENT

According to Superintendents Memo No. 2, November 22, 2000, students in Virginia must participate in either the Virginia Standards of Learning Assessments or the Virginia Alternate Assessment Program. Students may not be exempted. The participation of students with disabilities in the Virginia State Assessment Program is the responsibility of the IEP team. The primary assessment in the state's program is the Standards of Learning (SOL) assessment. It is anticipated that most students with disabilities will participate in the SOL assessments.

In making the decision regarding participation, all students with disabilities must be considered for SOL test participation. A student may be able to participate in the SOL assessments with standard or non-standard accommodations. Participation in the VAAP should only be considered after SOL participation has been discussed and possible standard and non-standard accommodations have been fully examined.

The selection of students to participate in the Alternate Assessment is a responsibility of the IEP team. In exercising this responsibility, all IEP teams are required to use the Revised Guidelines for Participation disseminated with Superintendent's Memo 49 on the following pages. (The referenced question and answer document begins on page 155 of this manual.)

The participation criteria was designed to guide IEP teams in identifying the small population of students who are unable to be assessed using the SOL tests because of their educational programs. When using these criteria, IEP teams should be careful not to base their decisions solely on the exclusions listed on the first page of the guidelines, but rather on current and historical data such as evaluations, school records, parent/teacher input, etc.

The IEP team's decision about participation in the Alternate Assessment shall be documented on the student's IEP. As with all information that is personally identifiable to the student, information pertaining to the student's participation in the Alternate Assessment Program shall be maintained in accordance with §22.1-289 of the Code of Virginia and Board of Education Regulations 8VAC20-150-10 (Transfer and management of scholastic records).

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VIRGINIA 23218-2120
SUPTS. MEMO NO. 49
March 29, 2002

INFORMATIONAL

TO: Division Superintendents

FROM: Jo Lynne DeMary
Superintendent of Public Instruction

SUBJECT: Guidelines for Participation of Students with Disabilities in Alternate Assessments

The Virginia Department of Education is required by the 1997 amendments to the Individuals with Disabilities Education Act (IDEA) to develop guidelines for the participation of students with disabilities in alternate assessments. The Virginia Alternate Assessment Program is designed for a small population of students who are unable to participate in the Standards of Learning assessment, even with accommodations.

Initial guidelines for participation in the alternate assessment were issued in Informational Supts. Memo No. 61, March 2000 and implemented during the 2000-2001 school year. Attached to this memo are revised participation criteria developed for use during the 2002-2003 school year. These criteria are to be used by Individualized Educational Program (IEP) teams in deciding whether students should participate in the Virginia Standards of Learning Assessment Program or the Virginia Alternate Assessment Program. IEP decisions to participate in alternate assessment must be documented on the student's IEP.

In addition to the participation criteria, a question and answer document is included to address some of the more common issues raised by school division staff. Other questions regarding the Virginia Alternate Assessment program should be directed to Mr. Nathan Sparks (mailto:nsparks@mail.vak12ed.edu), Division of Assessment and Reporting, (804) 225-3026 or Mrs. Sharon Siler (mailto:ssiler@mail.vak12ed.edu), Office of Special Education and Student Services, (804) 225-2711.

GUIDELINES for PARTICIPATION
VIRGINIA ALTERNATE ASSESSMENT PROGRAM (VAAP)

Student Name _____ Date of Birth_____

School/Division _____ Date: _____

A completed alternate assessment shall be submitted for students participating in the Virginia Alternate Assessment Program (VAAP) at the elementary, middle school, and high school levels. Alternate assessments shall be completed as follows:

Elementary I	**3rd Grade**
Elementary II	**5th Grade**
Middle School	**8th Grade**
High School	**11th Grade**

Directions

The IEP team determines participation in the alternate assessment. Team members must consider current and historical documentation (to be noted on page 2). Documentation may include, but is not limited to, evaluation data, school records, parent/teacher observations, anecdotal notes, previous IEPs, etc. The following reasons alone are not sufficient for decision making:

Poor attendance;
English as a Second Language;
Social, cultural, and economic differences;
Disruptive behavior;
Student's reading level;
Expectations of poor performance;
Amount of time receiving special education services;
Low achievement in general education;
Categorical disabilities labels;
Level of intelligence; or
Place where the student receives services.

The IEP Team has the responsibility to determine and document that the student meets **ALL** of the following criteria by circling "yes" for each of the statements. If team members determine that the student **DOES NOT MEET** a specific criterion, "no" should be circled. This indicates the student is not a candidate for alternate assessment and should be considered for appropriate participation in the Standards of Learning Assessment.

Complete Section 1 for **ALL** students (elementary, middle school, and high school) for whom alternate assessment is being considered. Complete Sections 1 **AND** 2 for students who are in the eighth grade through high school. Attach additional pages, if necessary.

Section 1 (Complete for all students)

Y N The student has a current IEP. *(IEP team discussion, psychological evaluation, etc.)*

Y N The student demonstrates impairments that prevent completion of curriculum based on the Standards of Learning (SOL) even with program and testing accommodations. *(psychological evaluation, intelligence and achievement test, social adaptive behavior test results, observations from parents and teachers, social maturity data, curricular content, etc.)*

Y N The student's present level of performance indicates the need for extensive, direct instruction and/or intervention in a life skills curriculum that may include personal management, recreation and leisure, school and community, vocational, functional academics, communication, social competence and motor skills to accomplish the application and transfer of life skills. *(informal and formal assessment results, checklists, data logs, work samples, structured or spontaneous observations from teachers and parents, measurable IEP goals, scheduling matrix, curricular content, list of necessary supports, etc.)*

Y N The student requires intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills. *(measurable IEP goals, scheduling matrix, instructional strategies effectiveness data, list of various inclusive settings, learning style inventory, etc.)*

Section 2 (Complete for students in the eighth grade through high school)

Y N The student is working toward educational goals other than those prescribed for a modified standard, standard or advanced studies diploma program. *(list of diploma options and requirements, curricular content, measurable IEP goals, transition plan, parent and student discussion, etc.)*

Section 3 (Complete for students who meet criteria listed above)

The IEP team members agree that _____ meets the participation criteria stated above for the VAAP for the _____ school year and will not participate in other statewide assessments. This participation decision will be stated on the IEP and is supported by the current and historical data found on the following documents:

Supporting Documentation:

Position/Representing	Signature	Date

Section Three

Performance Dimensions

Student Performance Dimension

Rationale

The requirement to develop individualized educational programs (IEP) for students with disabilities that reflect access to the general curriculum is a clear mandate of IDEA Amendments of 1997. The final regulations of the 1997 Amendments to the Individuals with Disabilities Education Act state that the "IEP for each child with a disability must include a statement of measurable annual goals, including benchmarks or short term objectives, related to meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum and meeting each of the child's other educational needs that result from the child's disability" [300.347]. Performance on measurable IEP goals represents the highest priority according to the student's needs. These measurable goals are designed to offer direction for providing an appropriate instructional program that would enhance a student's quality of life.

Inherent in this requirement is the challenge to approach the education of students with disabilities with a focus on the same high expectations held for students without disabilities and those with disabilities participating in SOL tests. Although accessing the general curriculum may be new ground for many educators and parents, it is essential that IEP teams across the state approach the IEP development process with the general curriculum based on the Virginia Standards of Learning in mind.

The Virginia Standards of Learning articulate the core academic areas of English, mathematics, science/technology, and history/social sciences. These standards are organized by grade level to reflect student learning outcomes. Many school divisions have aligned their local curricula to these standards.

For the most part, students with disabilities have had limited access to curriculum based on the Standards of Learning. Educators have traditionally used other curriculum frameworks such as developmental and functional models as the basis for educational programs for students with disabilities. IDEA 1997 mandates that educators and parents dramatically shift their thinking about the design of functional curriculum. It is mandated that all students, including those with disabilities, be afforded the opportunities to access and show progress in the general curriculum. Therefore, it is imperative that the traditional belief system be expanded to embrace access to the general curriculum for all students.

Although students with disabilities have individual needs that may prevent them from having access to the general curriculum based on the Standards of Learning in the same way as their non-disabled peers, it is possible to develop educational programs for these students that reflect the standards in ways that are functional and appropriate. To address this challenge, the Department of Education used a two-prong approach. In 1999, the department contracted with the Virginia Institute for Developmental Disabilities to develop a guidance document to reflect the basic life skills needs for students with disabilities. This document (Performance Indicators and Delivery Practices) provides an overview in the format of 34 indicators organized under the following 8 Life Skills Strands:

- Personal Management
- Recreation and Leisure
- School and Community
- Vocational
- Functional Academics
- Communication
- Social Competence
- Motor Skills

Secondly, the Virginia Department of Education convened a group of educators to identify Standards of Learning that benchmark skills that every student, including those with disabilities, should know and be able to achieve. This document is available in Appendix A of this manual. In addition to identifying relevant SOL, the document also includes practical instructional activities that can be used to access the general curriculum for students with disabilities in meaningful ways. The use of the Virginia Standards of Learning, the Life Skills Strands of the Performance Indicators, and delivery practices along with the document in this manual can assist IEP teams and teachers in developing more effective IEPs and instructional programs for students with disabilities that address individual needs and reflect high performance expectations.

A Suggested Process

There are several approaches schools may take to address the IEPs for students with disabilities that access the general curriculum based on the Standards of Learning. The following seven steps offer one general framework for thinking about access to the general curriculum based on the Standards of Learning and the alternate assessment process within the context of IEP development.

1. Use a person-centered approach.
2. Synthesize existing information and assessment data to develop a present level of educational performance.
3. Prioritize student needs.
4. Draft measurable annual goals and objectives/benchmarks.
5. Cross reference measurable IEP goals with general curriculum based on the standards of learning.
6. Consider life skill strands of the performance indicators.
7. Plan to implement the IEP and gather data on the performance of students.

Note that the first four steps emphasize the importance of developing an IEP that meets the needs of the student, not the specifications of the Alternate Assessment. These steps are discussed in greater detail in the text that follows.

1. Use a Person-Centered Approach

IEP development begins with person-centered planning. It is an individualized process that reflects the strengths, needs, and preferences of the student for whom it is designed. With a person-centered approach, the IEP team includes the student, his/her parent(s), and any individuals who have a significant impact on the student's life. Their role is to work collaboratively to gather information about the student, develop measurable IEP goals and objectives/benchmarks that reflect the priorities and preferences of the student and his/her parent(s), implement the plan, and evaluate it. Using a person-centered approach ensures that educational services and supports are tailored to meet the student's individual needs. The principles of this approach should be used to guide the IEP team through the remaining steps of the process.

2. Synthesize Existing Information and Assessment Data to Develop a Present Level of Performance

One of the initial steps involved in developing an IEP is to review data that have been collected on student progress throughout the school year. Sometimes this information is sufficient to generate appropriate IEP goals, and at other times additional information is needed. Other valuable sources of information may be nontraditional assessments such as the following:

- Student interest inventories,
- Parent inventories,
- Ecological assessments,
- Interviews with people who know the student well,
- Observations of the student in natural environments,
- Functional behavior assessments, and
- Learning style assessments.

The information and assessment data will provide the materials needed to write a thorough and concise present level of performance that reflects both the student's strengths and areas of need.

3. Prioritize Student Needs

Based on the information gathered, the IEP team will generate a list of potential instructional areas for inclusion in the student's IEP. These areas will need to be prioritized according to the student's needs. Questions that teams may want to consider when determining instructional priorities are listed below. These questions may be used as a guide for performance dimensions for the Virginia Alternate Assessment Program.

- Does the goal reflect the student's strengths and interests?

- Has the student's family identified the goal as a priority?

- Is the goal chronologically age-appropriate? Do students of the same age without disabilities participate in this activity? (Scoring dimensions: Contexts, Variety of Settings and Social Interactions)

- Will this goal increase the student's participation in school and community activities? (Scoring dimension: Variety of Settings and Social Interactions)

- Will this goal enable the student to participate in the general curriculum? (Scoring dimensions: Linkage to the Standards, Variety of Settings and Social Interactions, Contexts)

- Is the goal functional and meaningful for the student? (Scoring dimension: Contexts)

- Does the goal require active engagement by the student? (Scoring dimensions: Performance, Contexts)

- Will the goal teach a positive behavior that may eliminate the need for challenging behavior? (Scoring dimension: Variety of Settings and Social Interactions)

- Can the goal be taught and applied across a number of environments? (Scoring dimension: Variety of Settings and Social Interactions)

- Will the student have multiple opportunities in multiple settings to meet the goal? (Scoring dimension: Variety of Settings and Social Interactions)

- Will achieving this goal address concerns for the student's safety?

- Will achieving this goal help the student to function more independently in current and future environments? (Scoring dimension: Independence)

4. Write Measurable Annual Goals and Objectives/Benchmarks

   By addressing some of the questions listed in the previous section, the IEP team may determine that some of the proposed goals and objectives/benchmarks are appropriate for the coming school year and others are not.

5. Cross Reference Measurable IEP Goals with General Curriculum Based on the Standards of Learning

   Until this point, the steps listed have focused on general procedures for developing an effective IEP. Once the IEP has been drafted, teams should review the general curriculum based on the Standards of Learning and determine where they are addressed in the measurable IEP goals. **For students in the alternate assessment program, the Standards of Learning should be reviewed without the limitation of grade.** The IEP team will probably find a number of standards that link the selected IEP goals and local curriculum. For example, if the following IEP goal is written:

By January 2000, Mae will activate a switch to voice a greeting three out of four trials for three consecutive weeks. Random data probes will be taken using teacher made check sheets at least four times per week.

Some of the Integrated Standards that support this IEP goal may be:

OL 1 The student will demonstrate growth in the use of oral language (SOL K.1).
OL 3 The student will build oral communication skills (SOL K.3).
OL 6 The student will adapt or change oral language to fit the situation (SOL 1.3).
OL 12 The student will use effective oral communication skills in a variety of settings (SOL 4.1).

Real world activities that demonstrate the skills in the IEP goal may include:

- Greeting teachers when collecting attendance sheets.
- Using the switch as a personal communication system.
- Greeting teachers and peers upon arriving in different classrooms.
- Using fine motor skills to activate the switch.

Integrated Standards of Learning document in Appendix A is an example of how standards can be integrated with performance activities and access skills. It may be necessary for local school divisions to use this as a guide for integrating local curriculum.

6. Consider Life Skill Strands in the Performance Indicators

After referencing IEP goals with the Linkage to the Standards of Learning (or local general curriculum), the IEP team may wish to review the Life Skills Strands of the performance indicators to ensure that the IEP addresses Life Skill Strands that are appropriate for the student. The Life Skill Strands from the Performance Indicators and examples are provided below.

Personal Management is the acquisition, demonstration, and maintenance of personal needs, time, and environment. Some performance indicators for personal management may include:

1. The student demonstrates knowledge of how to seek and provide assistance in an emergency.
2. The student maintains personal health and reports dangers to his/her health.
3. The student maintains appropriate personal hygiene.
4. The student maintains appropriate dress.
5. The student demonstrates skills for preparing, eating, and cleaning up after meals.
6. The student helps to establish and follow a personal schedule.
7. The student maintains his/her personal environment.

Recreation and Leisure reflect the ability to engage in leisure, extracurricular, and fitness activities. Some performance indicators for recreation and leisure may include:

8. The student engages in a variety of leisure activities.
9. The student participates in extracurricular activities.
10. The student demonstrates appropriate fitness activities.

School and Community are settings and environments in which students should demonstrate skills and knowledge. Some performance indicators for school and community may include:

11. The student demonstrates the ability to travel in various environments safely.
12. The student recognizes and avoids dangerous situations in the school and community.
13. The student identifies and locates safe people and places.
14. The student makes purchases relevant to his/her needs.
15. The student demonstrates an awareness of and ability to locate appropriate community and private services.

Vocational is the acquisition and application of knowledge and skills to become a productive worker in a preferred occupation. Some performance indicators for vocational may include:

16. The student demonstrates the skills needed to perform a variety of classroom and school-based jobs.
17. The student participates in career education activities that prepare him/her for employment.
18. The student, beginning at age 14 (or younger if appropriate), participates in community-based vocational exploration, vocational assessment, and/or vocational training based on his/her interest and preferences.
19. The student obtains paid employment and/or volunteer work in the community.

Functional Academics is the acquisition of academic skills in reading, writing, math, history/social sciences, and science in the context of daily routines and their application in a variety of real-life experiences and settings. Some performance indicators for functional academics may include:

20. The student demonstrates literacy appropriate to his/her skill level.
21. The student demonstrates numeracy appropriate to his/her skill level.
22. The student uses academic knowledge to solve problems in a functional context.

Communication is the acquisition, demonstration, and use of an effective symbolic or non-symbolic referential system useful for various purposes, audiences, and situations. Some performance indicators for communication may include:

23. The student uses a personal communication system.
24. The student advocates for self, personal needs, and choices.
25. The student participates in interactive communicative exchanges.
26. The student demonstrates understanding.

Social Competence is the acquisition and utilization of social skills and conventions in relation to other people and in a variety of situations. Some performance indicators for social competence may include:

27. The student gives and receives assistance to/from peers and adults in the school and community.
28. The student socializes with peers in unstructured situations.
29. The student demonstrates behavior appropriate to the setting/situation/individual.
30. The student follows rules and routines appropriate to the setting/situation.

Motor skills are acquisition, demonstration, and use of fine, gross, visual, and oral motor skills while participating in a variety of activities and manipulating across environments. Some performance indicators for motor skills may include:

31. The student demonstrates fine motor skills while participating in activities through his/her environments.
32. The student demonstrates gross motor skills while participating in activities throughout his/her environments.
33. The student demonstrates visual motor skills while participating in activities throughout his/her environments.
34. The student demonstrates oral motor skills while participating in activities throughout his/her environments.

7. Plan to Implement the IEP and Gather Data on the Performance of Students

After the IEP is finalized, the team should review the plan in light of the evidence required for the Alternate Assessment. The following steps should be addressed to ensure a collaborative effort for the Alternate Assessment between teachers, instructional assistants, parents, and related service staff:

- Select at least one measurable IEP goal for each of the core academic areas (English, mathematics, science/technology, and history/social sciences). These selected measurable goals will be referred to as "assessed goals" that will be included in the Alternate Assessment.

- List the environments where the goal may be taught (i.e., classroom, cafeteria, regular class, community setting, and home).

- List the opportunities for social interactions that will be available to the student in each environment. Select the environments for instruction that will provide the greatest access to social interactions.

- Incorporate functional activities and age appropriate materials.

- List the supports, adaptations, or assistive technology the student will require to perform the IEP goal in the environments selected.

- Brainstorm effective ways to gather data through types of evidence of the student's performance for the assessed goal.

- Assign a team member(s) to be responsible for gathering types of evidence of each assessed IEP goal.

- Designate a secure place where team members should keep types of evidence.

- Establish a meeting date(s) close to the end of each grading period to assess the progress of gathering types of evidence in preparation for submitting the student's Collection of Evidence.

- Establish a date within a few weeks of submission to organize all materials and types of evidence into the Collection of Evidence to be submitted for scoring.

Scoring the Student Performance Dimension

Score Points	
3	There is considerable evidence of student performance of task(s) related to targeted IEP goal(s).
2	There is some evidence of student performance of task(s) related to targeted IEP goal(s).
1	There is little or no evidence of student performance of task(s) related to the targeted IEP goal(s).

Definitions

- ✓ ***Performance***: a student's attempt to meet a targeted IEP goal or task
- ✓ ***Task:*** an activity that promotes achievement of an IEP goal.

Explanation of Score Point 3			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
Student will read and understand the basic concepts of a checking account with 100% accuracy on 4 out of 5 trials.	Math SOL 2.1 The student will identify the place value of each digit in a three-digit numeral, using numeration models.	1. ID card worksheet 2. Signature card worksheet 3. Math test with definitions for checking account concepts (i.e. deposit slip, check, check register) 4. Picture of student making change for coffee and donut sale at school 5. Work sample of student writing a deposit slip 6. Picture of student taking a deposit/check math test using a calculator 7. Work sample of student writing an actual check	There is considerable evidence of student performance of tasks (worksheets for checking account, deposit slip sample, check sample, math test) related to targeted IEP goals.

Explanation of Score Point 2			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
Student will perform classroom chores of laundry, vacuuming, sweeping, and wiping activities 4 out of 5 trials 3 times per week.	History SOL K.7 The student will demonstrate an understanding that being a good citizen involves important actions by.....	1. Observation of student doing wiping task 2. Picture of student wiping table 3. Picture of student turning handle of washing machine 4. Anecdotal record	Evidence of laundry and wiping, but not sweeping and vacuuming.

NOTE: One way to earn a 2 is to include fewer than 4-6 types of evidence.

Explanation of Score Point 1			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will recognize and learn survival signs within the community with 85% accuracy.	(none listed)	1. Photo of student playing on jungle gym 2. Photo of student playing a table game 3. Photo of student playing a card game 4. Pictures of the circus and under the "locker" sign at a mall 5. Numerous coloring worksheets and student drawings	Evidence does not relate to targeted IEP Goal. There are only TWO types of evidence presented.

TIPS FROM SCORERS

- Make certain that each type of evidence relates clearly and specifically to the stated IEP goal.
- **Focus on one IEP goal that you can evidence well. You are not required to note more than one IEP annual goal per entry area.**

Linkage to the Standards of Learning

Rationale

The Final Regulations of 1997 Reauthorization of the Individuals with Disabilities Education Act (IDEA) mandates that "The State must have on file with the Secretary information to demonstrate that the State (a) has established goals for the performance of children with disabilities in the State that (1) will promote the purposes of this part and (2) are consistent, to the maximum extent appropriate, with other goals and standards for all children established by the State." [300.137] These goals mentioned in IDEA include the Virginia Standards of Learning and local curriculum. One benefit of accessing and showing progress in the general curriculum is to improve educational results for students with disabilities, including those with significant disabilities, by providing the opportunity to learn in the natural environments where the skill needs to be demonstrated. Another primary goal is to provide the students with an opportunity to learn skills that will enhance independence in a program based on high expectations.

Standards of Learning have been developed to prepare Virginia students to meet the demands of our fast-paced society. There is a small group of students, however, who cannot meet these standards, even with reasonable supports and accommodations. Educators must be accountable to these students and prepare them to live in an ever-changing society. These students must be able to assume adult roles, manage their activities, and participate in the community. Students exiting school without a modified standard, standard, or advanced studies diploma should participate in the curriculum based on the Standards of Learning to develop their academic skills to the maximum degree possible, based on each student's capabilities. In *Life Centered Career Education, A Competency Based Approach*, (1991), Maynard Reynolds states, "We must not neglect academics but rather recognize the continuing failure of educators to respond to the consistent evidence showing that the critical tools in our culture--the real determiners of survival-- relate to social and personal skills, employability, and efficient life skills."

Suggestions for Accessing the General Curriculum based on Standards of Learning

After an IEP team has established the priorities for a student's educational program, access to and progress in the school division curriculum based on the Standards of Learning may be evidenced using either the general education content (subject matter) or by accessing the general education context (instructional environment through interaction with age appropriate peers without disabilities). Access to the general curriculum should be determined by the student's IEP goals and objectives/benchmarks, participation in a variety of settings and social interactions, and relevant contexts.

Three options for accessing the general curriculum are:

1. First Option: Standard As Written

   The student participates in the general education class activity by pursuing the same learning outcome as his/her classmates but may include modifications in presentation, practice, or evaluation. It may be that a goal in his/her IEP has the same expectation as those in the local general curriculum. The list of examples of Real-Life Application found after the subject area

in the Integrated Standards offers suggestions for instructional tasks that may be related directly to content areas and student priorities.

An example: An IEP team may determine that a priority for a student in the Alternate Assessment is to use effective communication skills in group activities (general education goal related to SOL 3.1). This may relate to a Standard of Learning or curriculum goal as it is stated. **However, it is not necessary to state the SOL on an IEP.**

2. Second Option: Modified Standard

The student participates in multi-level curriculum and instruction (refer to Bloom's Taxonomy of Educational Objectives: knowledge, comprehension, application, analysis, synthesis, evaluation) by pursuing different goals and objectives for a diverse group of students within the same curricular area and participating within the same lesson or activity.

Please remember that educational terms and learning strategies may be different for students in the Alternate Assessment. For instance, reading skills for a student in the Alternate Assessment may be interpreting pictures and symbols or interpreting gestures or signs. Oral communication skills may be achieved by activating a multi-functional switch with voice output. Writing skills, such as writing a letter or story, may be a demonstration of how the student communicates to someone who is not present through a picture/symbol "letter" or sequence cards.

An example: The student participates in a reading lesson with peers without disabilities. During this lesson, the teacher is instructing students to read a variety of printed materials. The student in the Alternate Assessment may be learning to identify (read) representations (picture and symbols) on a communication board while others are learning to read orally.

3. Third Option: Curriculum Overlapping

Students in the Alternate Assessment are involved in the same lesson as students without disabilities, but they are pursuing goals and objectives from different curricular areas in a natural context. The different goals may be considered Access Skills. Lists of sample related Access Skills follows each subject area list of Integrated Standards.

An example: Students are learning about taxation in Virginia. A student in the Alternate Assessment may be involved in the history/social sciences class to learn the communication and socialization skills of following directions, accepting assistance from others, and/or engaging in a school job with a peer without disabilities.

Appendix A contains a **sample** of Standards of Learning that were selected by a group of teachers as those that are important for <u>all</u> students to have the opportunity to learn and be able to do. These SOL are suggestions and are to be used as guides for instructional planning. Additional SOL relevant to student priorities may be found in the *Standards of Learning for Virginia Public Schools* approved by the Board of Education. Like Performance Indicators, every Standard of Learning may not be addressed because of the student's preferences and educational priorities.

Scoring the Linkage to Standards Dimension

Score Points	
3	SOL(s) appropriate to the content area listed, and targeted IEP goals and tasks relate to the SOL.
2	SOL(s) appropriate to the content area listed, and either targeted IEP goals or tasks relate to the SOL.
1	No SOL appropriate to the content area listed **or** SOL(s) appropriate to content area listed, but neither targeted IEP goals nor tasks relate to the SOL.

Definitions

- ✓ ***Task:*** an activity that promotes achievement of an IEP goal.

Explanation of Score Point 3			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
Student will adhere to daily CBI schedule with 70% accuracy.	History Civ K.7 The student will demonstrate an understanding that being a good citizen involves important actions by.....	1. Data sheet of student adhering to schedule 2. Observation of student recognition of schedule activities 3. Picture of schedule wall with signs (Walmart, McDonald's) 4. Data sheets on following schedule 5. Anecdotal record of schedule use at Walmart and McDonald's 6. Picture of student pointing to survival signs safety board	The SOL Civ K.7 is appropriate to the area of history. The IEP goal and the task in the evidence relate to the SOL.

Explanation of Score Point 2			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
By the end of 4th grade, the student will develop an awareness of functional math skills.	Technology SOL C/T 5.2 The student will develop basic technology skills.	1. Grocery list 2. Adding grocery with math problem for amount spent and savings using coupon with calculator and word processor	The SOL is appropriate to the science content, but while some of the tasks relate (use the Internet and word processing) to the standard, the IEP goals (develop an awareness of functional math skills) do not.

Explanation of Score Point 1			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will identify community symbols by June 2001 as evidenced by data collection/teacher observation.	History	1. Captioned picture of student in front of community signs 2. Captioned picture of student using classroom computer 3. Captioned picture of student looking at school signs 4. Worksheet 5. Data sheet on sign	There is no SOL listed.

TIPS FROM SCORERS

- Select an SOL appropriate to the content area.
- Make sure your IEP goal **and** your activities relate to the SOL.

Variety of Settings and Social Interactions Dimension

Rationale

IDEA 1997 expands on previous provisions that support serving children in the least restrictive environment. Section 300.550 states that "each public agency shall ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

Going to a variety of places, regardless of the level of one's participation, is part of what separates a boring existence from an interesting life (Giangreco, 1998). In addition to improving one's quality of life, communication, social, and behavior skills are learned by watching and modeling others. When students with disabilities are educated with their age-appropriate peers without disabilities, they learn methods for communicating, socializing, and behaving within the context of everyday routines. Meaningful interactions and friendships are more likely to occur when students work together or spend time together frequently. Without meaningful interactions and friendships, students "can suffer isolation and loneliness if they do not have a network of meaningful relationships. Most people highly value their relationships and interactions with other people, and in part, define themselves by the people with whom they affiliate" (Giangreco, 1998).

Scoring the Variety of Settings and Social Interaction Dimension

Score Points	
3	Student performs tasks in a variety of settings and engages in social interactions with a diverse range of age-appropriate peers.
2	Student performs tasks in a limited variety of settings with opportunity for some interactions with peers.
1	Student performs tasks primarily in one classroom with limited social interactions.

Definitions

- ✓ ***Variety of Settings***: instructional environments in schools and communities where peers with and without disabilities have opportunities to interact.
- ✓ ***Social Interactions:*** opportunities to establish meaningful friendships and collaborative working relationships with age-appropriate peers with and without disabilities.
- ✓ ***Peer:*** an individual without identified cognitive disabilities that is within a year or two in age of the target student. (Older students may have peers who are adult co-workers.)

Explanation of Score Point 3			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will use effective communication skills 100% on 4 out of 5 trials.	English OR 4.1 The student will use effective oral communication skills in a variety of settings.	1. Work sample of personal data 2. Resume 3. Photo of student working on school signs 4. Letter from band director 5. Video picture of student in work Co-op class with caption about class discussions	The student performs tasks in a variety of settings (marching band, work co-op class, outside school) and engages in social interactions with diverse range of age-appropriate peers.

Explanation of Score Point 2			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will use the computer to type a letter and or make a list of items needed. (75% accuracy)	Eng./L.A. R/L 4.5 The student will demonstrate comprehension of a variety of literary forms.	1. Letter to Santa – classroom (no peers involved) 2. Typed letter to Santa – classroom (no peers involved) 3. Typed shopping list (no peers involved) 4. Typed snack list (no peers involved) 5. Picture of student in library with 10th grade English class (peer involved)	The student performs the computer skill in classroom and library with opportunity to interact without disabled peers – there is no evidence of engagement.

Explanation of Score Point 1			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will identify 25 survival signs and or symbols with 85% accuracy in 5 consecutive trials.	History Geo K.4 The student will identify symbols such as community symbols. (traffic signs, traffic lights, street and highway markers, etc.)	1. Photo of student working on survival signs with paraprofessional 2. Observation data of student performance on survival signs 3. Observation record on use of survival signs 4. Anecdotal record from paraprofessional 5. Picture of student in book mobile	The student performs the survival signs task primarily in the classroom with the teacher and paraprofessional.

TIPS FROM THE SCORERS

- Settings will only be used in scoring if they are directly related to instruction/application /generalization of the assessed IEP goal.
- Community settings that require the same set of skills will be counted as one setting (i.e., all fast food restaurants will be counted as ONE setting; all grocery stores will be counted as ONE setting).
- Community setting requiring different sets of behavior skills will be counted individually.
- Note where and with whom the student created the evidence. This includes data sheets, photo caption, video or audio scripts, worksheets and other permanent products, etc. Especially make note of interactions with peers without disabilities.

Contexts Dimension

Rationale

Learning any new skill requires repeated practice in the context where the skill is to be used. This is especially true for students pursuing curriculum goals focusing on life skills. Since many students do not make the connection between "practice" activities and real life situations, it is important that instruction occur to the maximum extent possible in the environments where the skills will be used. Appropriate context is important to a student's instructional program because it identifies the ultimate settings and situations in which the student must function and encourages planning to be outcome oriented (Giangreco, 1998).

Activities or materials are age appropriate if a person of the same age without a disability would find the activity acceptable. As students pursuing functional life skills grow older, the gap between their chronological age and their developmental level increases. Focusing on activities that are appropriate to the student's developmental level will not necessarily enable these students to "catch up" to their peers. Regardless of cognitive functioning, all students can learn to participate in age-appropriate activities with their peers. With IDEA's emphasis on preparing students for post-school outcomes, it is imperative that instruction focus on assisting students to participate in age-appropriate activities that will help them function as independently as possible as an adult.

Scoring the Context Dimension

Score Points	
3	Student uses age-appropriate materials to perform meaningful tasks in real-world context.
2	Student uses age-appropriate materials to perform some meaningful tasks that lead to real-world application.
1	Student performs tasks that are not meaningful or uses instructional materials that are not age appropriate.

Definitions

- ✓ ***Meaningful***: meaningful tasks are activities that increase a student's ability to function in integrated environments and promote independence.
- ✓ ***Simulated context***: a representation of a particular environment.
- ✓ ***Natural context***: an expected and accepted environment for a specific purpose or task.
- ✓ ***Performs***: there is evidence that the student performs the activities.
- ✓ ***Initiates and performs***: there is evidence that the student makes a personal choice that is relative to the context and performs the desired activity.
- ✓ ***Age appropriate***: activities, routines, and materials selected; skills taught; and language used that reflect the chronological age of the student rather than the developmental level.

Explanation of Score Point 3			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will participate in group activities and will measure dry ingredients with 100% accuracy.	Math 3.14 The student will estimate and then use actual measurement devices with metric and U.S. customary units to measure...	1. Work sample of student's grocery list showing measured amounts needed (16 oz. milk, 1 lb. sugar) 2. Data sheet of grocery shopping 3. Captioned pictures of student measuring/doing laundry 4. Copies of visual support used by student cooking 5. Picture of student measuring ingredients for biscuits.	The student uses age-appropriate materials (grocery list, cooking utensils, detergent, washing machine) to perform meaningful tasks in a real-world context (making purchases at the grocery store, cooking, and washing clothes in Home-Ed. Class).

Explanation of Score Point 2			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
By September 2001, the student will recognize and take his printed first name when presented in a group of two names (A) by color (B) by letter recognition; 80% accuracy over 3 consecutive sessions.	Math PFA K.19 The student will sort and classify objects according to similar attributes. (size, shape, and color)	1. Data sheet on recognizing printed name by color and letter identification 2. Graph of task of recognizing printed name based on letter identification 3. Observation of identifying name using color codes 4. Data sheet on moving activities (including name recognition) 5. Pictures of student selecting his name when two name cards are presented	The student uses age-appropriate materials (name recognition cards, personal schedule) to perform meaningful tasks that lead to real-world application (recognizing name and colors, following a schedule).

Explanation of Score Point 1			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will copy patterns and simple design.	Science K.4 The student will investigate and understand that objects can be described in terms of their physical properties.	1. Picture of student matching color cards 2. Work sample of art project 3. Worksheets of selection of matching sets for cards 4. Cut, paste, and color worksheets	The student performs tasks that are not meaningful (sorting colors and completing worksheets with no clear purpose) These tasks could have been made more meaningful if they were performed for a reason, e.g., setting a table in cafeteria.

TIPS FROM SCORERS

- Remember that materials are age appropriate if a same-age peer without a disability would use the item/teaching material or something very similar.
- The age of the student makes a difference in how an entry is scored particularly in the area of context. An 8 year-old with an annual goal of coin identification and evidence that includes coin identification worksheets may score fine in contexts because worksheets may be age appropriate and "real-world" for other 8 year-olds. However, a 20 year-old student with the same coin identification worksheets will not score as well since worksheets are not functional and "real-world" for someone getting ready to graduate. For the 20 year-old student, use of actual coins in real-life settings would earn a better score.
- Tasks are meaningful if someone without a disability would also do them purposefully. Young children identify colors in preschool through first or second grade. However, the rest of the population doesn't go around identifying colors just to name colors. Preteens through adults look for a red sweater to go with a black skirt or use color as a visual reference – I want Folger's coffee in the red can, not Maxwell House coffee in the blue can.
- Do not rely too heavily on worksheets – they show little evidence of real-life application.
- Remember, there should be no mention of disability or self-care activities on the entry cover sheet or in the evidence. Be careful about what symbols are used on the student schedule to denote those activities! A picture of a toilet might be acceptable for an 8-year old, but a picture of a diaper is not appropriate for anyone over the age of 2 years. Think about teaching students other less embarrassing symbols for self-care activities.

Supports for Independence Dimension

Rationale

When individuals who support students with disabilities require an activity contingent upon a student's participation, the student learns to perform new skills **and** to increase his or her independence. Even when a student partially participates (i.e., completes one or more steps of a task but not the whole task), he/she learns to develop a sense of control over the environment and achieves a sense of accomplishment. In addition, students with disabilities must have the opportunity to learn to make appropriate choices and exercise control over their environment. If individuals who support students with disabilities complete activities for the student, the student develops a sense of "learned helplessness" or displays challenging behaviors. The student may learn there is no need to participate because someone will always be there to perform the task, or the student may react to a loss of control through a variety of negative behaviors. The use of supports to gain independence, including assistive technology, enables many students with disabilities to participate in activities that previously would have been inaccessible to them.

Scoring the Supports for Independence Dimension

Score Points	
3	Consistent use of appropriate supports as specified in Collection documentation.
2	Some use of appropriate supports as specified in Collection documentation.
1	Limited or no use of appropriate supports as specified in Collection documentation.

Definitions

- ***Supports***: the degree of effectiveness of adaptations, modifications, assistive technology, and other supports that are provided during learning and that occur during instruction. Supports may include personal, other people, technology, and/or services. Natural supports include those provided by peers in the context of students learning together. Intensities of supports are categorized as the following:

  Intermittent: Supports on an "as needed basis." Characterized by episodic nature, person not always needing the support(s), or short-term supports needed during life-span transitions. Intermittent supports may be of high or low intensity when provided.

  Limited: An intensity of supports characterized by consistency over time, time-limited but not of an intermittent nature, may require fewer staff members and less cost than more intense levels of supports.

  Extensive: Supports characterized by regular involvement (e.g., daily) in at least some environments (such as work or home) and not time-limited.

  Pervasive: Supports characterized by their constancy, high intensity, and potential life-sustaining nature. Pervasive supports typically involve more staff members and intrusiveness than do extensive or time-limited supports.

- ***Assistive technology***: strategies used to assist students in developing and participating in meaningful academics, social relationships, and vocational activities. Can range from low technology to high technology.

Explanation of Score Point 3			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will identify the opposites left and right receptively/ expressively with 80% accuracy 3 out of 4 trials, data twice weekly	History K.2 The student will compare and contrast the relative location of people, places and things by...	1. Captioned photo of student doing left and right activity sheet 2. Captioned photo of student pointing to left and right (caption says verbal, gestural, and adult assistance used!) 3. Captioned photo of student making and putting on IEP bracelet 4. Data sheet (showing independence and gestural assistance required) 5. Worksheet of recognition 6. Structured observation by peer buddy describing auditory support given 7. Observation notes	To perform the task associated with the goal of learning left and right, the student has all listed supports available to him. Teacher listed on entry cover sheet: auditory supports (verbal prompting from captioned photo), personal assistance- natural (getting help onto bus from observation notes), personal assistance-adult (gesturing by the teacher when working with the directional chart in the classroom from data sheet).

Explanation of Score Point 2			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will practice with augmentative communication devices to make requests, answer questions, give directions, relate information, relate events, or make choices with 60% accuracy.	Science K.1 The student will conduct investigations in which... objects are described both pictorially and verbally.	1. Captioned photo of student using eye gaze to ID pictures 2. Worksheets of coloring animals 3. Interim report by teacher (reference to E-Tran board) 4. Anecdotal record of E-tran board use.	Some of the supports listed are available to the student: adapted materials, E-Tran board, personal assistance (colored pictures of animals). However, computer technology is listed as a support, but there is no evidence that the student has access to the computer.

Explanation of Score Point 1			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will recognize and learn survival signs within the community with 85% accuracy.	History K.4 The student will identify symbols such as community symbols. (traffic signs, traffic lights, street and highway markers, etc.)	1. Captioned photo of student playing in gym equipment and with friends 2. Captioned photos of student at circus, mall, and skating 3. Work sample of coloring sheets and drawings completed by student 4. Worksheet on color word recognition	The entry cover sheet indicates the use of verbal prompts and symbols to achieve the IEP goals. There is no evidence or documentation that suggests that these supports are available. The entry only has THREE types of evidence present! (i.e. Photographs, work sample and worksheet)

TIPS FROM SCORERS

- **Whatever supports YOU list on the entry cover sheet must be clearly displayed in the evidence to get credit.**

- **Only list those supports that were actually used to develop the types of evidence and show evidence of the support. Don't list all of the supports from the IEP that the student needs generally unless the student needed them all for the evidence that you are submitting.**

- Have a copy of things you state as supports. For example, if you state that the student uses a picture grocery shopping list, make sure you put a copy of the picture shopping list as evidence.

- **If a support for evidence is listed (i.e., verbal prompt), make sure it is documented somewhere. Either a note on the actual work sample or a statement under a photograph should be included.** Often support is assumed but is not seen, so credit could not be given.

- Always write captions for student work so that the scorers can tell whether the work was dictated, copied, heavily prompted, or independent.

- Show behavior supports, i.e., checklists, social stories, if you have indicated the use of them.

- If listed as supports, show or demonstrate them, i.e., systems, switches, communication, touch window, assistive technology.

Section Four

Components of the Collection of Evidence

VIRGINIA ALTERNATE ASSESSMENT
Collection of Evidence Requirements

The Collection of Evidence will include the following required items in sequence:

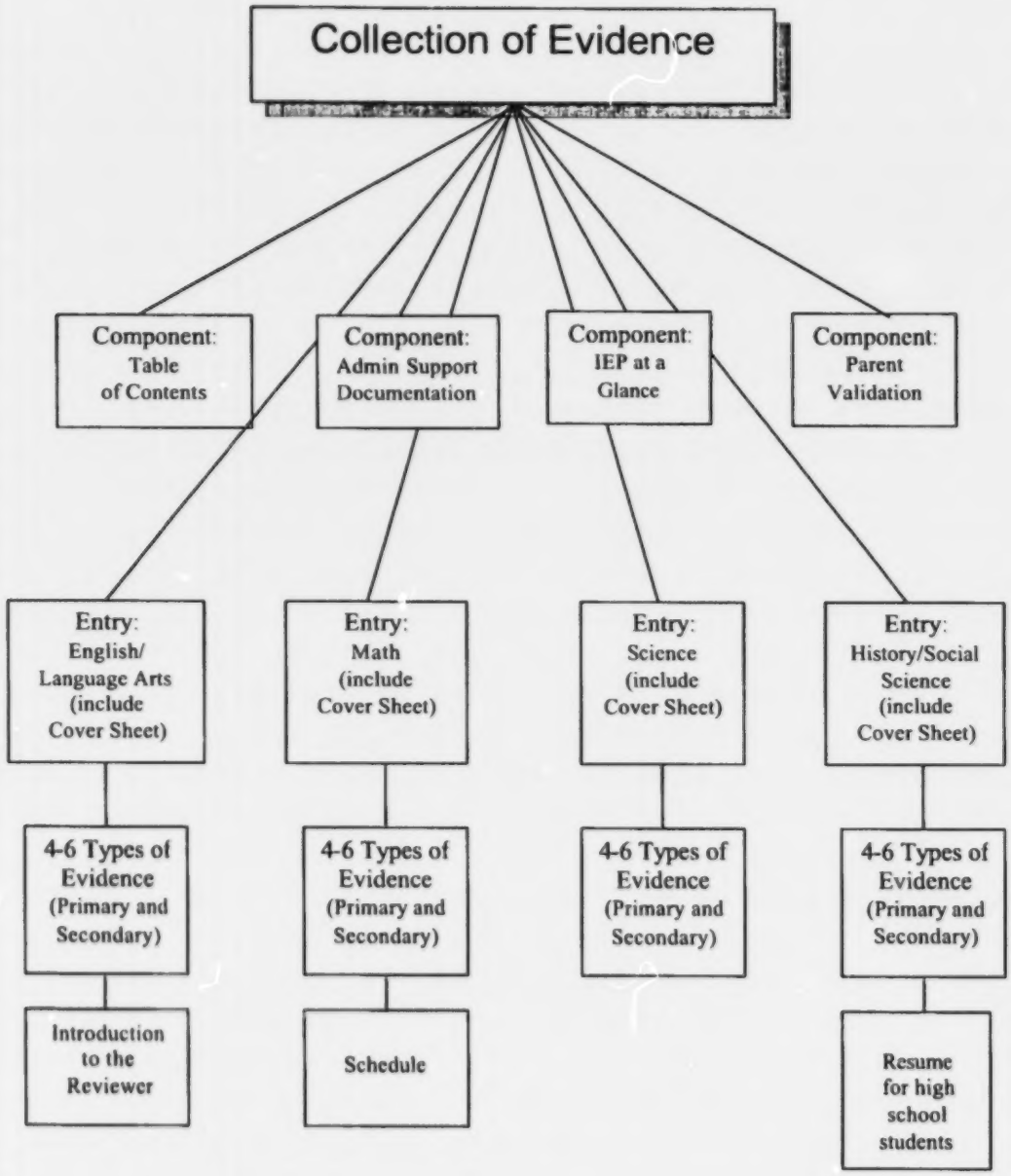
Divider One
a) Table of Contents
b) Administrative Support Documentation
c) IEP at a Glance
d) Parent Validation Letter

Divider Two - English/Language Arts
a) Completed Entry Cover Sheet
b) Four to six types of evidence referencing the Standards of Learning in English/Language Arts (including Student Introduction to the Reviewer which may be used as a piece of evidence if it relates to the targeted IEP goal)

Divider Three - Mathematics
a) Completed Entry Cover Sheet
b) Four to six types of evidence referencing the Standards of Learning in mathematics (including a Student Schedule which may be used as a piece of evidence if it relates to the targeted IEP goal)

Divider Four - Science (Technology)
a) Completed Entry Cover Sheet
b) Four to six types of evidence referencing the Standards of Learning in science/technology (may include evidence of use of technology)

Divider Five - History/Social Sciences (Vocational Studies)
a) Completed Entry Cover Sheet
b) Four to six types of evidence referencing the Standards of Learning in history/social sciences/vocational studies (including a Student Resume for high school students which may be used as a piece of evidence if it relates to the targeted IEP goal)


Collection of Evidence
Component: Table of Contents
Component: Admin Support Documentation
Component: IEP at a Glance
Component: Parent Validation
Entry: English/ Language Arts (include Cover Sheet)
Entry: Math (include Cover Sheet)
Entry: Science (include Cover Sheet)
Entry: History/Social Science (include Cover Sheet)
4-6 Types of Evidence (Primary and Secondary)
4-6 Types of Evidence (Primary and Secondary)
4-6 Types of Evidence (Primary and Secondary)
4-6 Types of Evidence (Primary and Secondary)
Introduction to the Reviewer
Schedule
Resume for high school students

COMPONENTS OF THE COLLECTION OF EVIDENCE
FOR ALTERNATE ASSESSMENT
AT A GLANCE

COMPONENT	PARAMETERS and RATIONALE
[S] Table of Contents (Refer to page 49)	A predetermined list of required components will maintain consistency statewide. The Table of Contents should list all components of the Collection of Evidence on page 43. The "checklist" on page 47 should be used to ensure all required components are included in the Collection of Evidence. The Table of Contents may reflect the student's participation in the construction of the Collection of Evidence.
[S] Administrative Support Documentation (Refer to page 52)	A signature from a building administrator is **required** to document support and approval of the Collection of Evidence before submission. Have the Administrator include ANY extenuating circumstances related to the COE in the comment section! **COE without Administrative Support Documentation will NOT be scored!**
[S] IEP At a Glance (Refer to page 54)	The IEP at a Glance provides a basis for interpreting the data found in the entries. **Student identifiable information should not be included. Do not include the entire IEP.** The IEP at a Glance should include: ▪ Assessed measurable IEP Goals ▪ Accommodations needed ▪ Transition plan summary at the Middle or High School level
[S] Parent Review and Feedback (Refer to page 56)	This component shows that the student's parent has reviewed the Collection of Evidence. The teacher must document attempts to gain parent signature(s) if unable to include this component. **COE without a signed Parent Validation Letter or documented attempts will NOT be scored!**
Entry Cover Sheet (Refer to pages 58, 59, and 209)	The entry cover sheet identifies measurable goals from the IEP and linkage to the Standards of Learning and other performance dimensions. The cover sheet is provided and intended to "standardize" the entry for scoring purposes.
Entry Evidence (Refer to page 60)	Each entry must reflect the assessed IEP goal. Multiple sources of primary and secondary types of evidence will be included. The entry demonstrates the student's best work; therefore, **scoring will be determined by quality not quantity.** **Four to six types of student work constitute one entry.** The practice of collecting student work throughout the academic year is advised.

COMPONENT	PARAMETERS and RATIONALE
Student Introduction to the Reviewer (Refer to page 77)	This introduction is from the student in his/her primary mode of communication. The evidence introduces the student and describes the Collection of Evidence and its components. Use of language that refers to the student's disability should be avoided. The introduction is included in the English/Language Art entry and may be scored as a type of evidence if it relates to the targeted IEP goal.
Student Schedule (Refer to page 80)	A student schedule may evidence • Student involvement, • Choice making and participation, • A variety of settings and activities, and • Student's primary mode of communication. Materials submitted should include • A description of the schedule, • The schedule, and • Evidence of student use. The student schedule is a type of evidence for the Math entry and may be scored if it is related to the targeted IEP goal.
Resume (Refer to page 83)	The resume should build insight into the student's ability, preferences, and experiences. This evidence documents the student's integration in the community with needed supports through • Educational experience, • Work experience, • Volunteer experience, • Areas of interest, • Awards, and • Achievements. A resume is required at the high school level and is optional prior to high school. The evidence should reflect a standard resume and should not look like a checklist. The resume is a type of evidence for the history/social sciences entry and may be scored if it supports the target IEP goal.

[s] Supporting components are not scored but are reviewed by the scorers for documenting evidence entries. Information found in the supporting components will be used to verify evidence in entries and scoring dimensions.

COLLECTION OF EVIDENCE CHECKLIST

The Collection of Evidence will include the following required items in sequence:

Divider One

- ❑ Table of Contents
- ❑ Administrative Support Documentation
- ❑ IEP at a Glance
- ❑ Parent Validation Letter

Divider Two - English/Language Arts

- ❑ Completed Entry Cover Sheet
- ❑ Four to six types of evidence referencing the Standards of Learning in English/Language Arts including Student Introduction to the Reviewer which may be used as a piece of evidence if it relates to the targeted IEP goal

Divider Three - Mathematics

- ❑ Completed Entry Cover Sheet
- ❑ Four to six types of evidence referencing the Standards of Learning in mathematics including Student Schedule which may be used as a piece of evidence if it relates to the targeted IEP goal

Divider Four - Science (Technology)

- ❑ Completed Entry Cover Sheet
- ❑ Four to six types of evidence referencing the Standards of Learning in science which may include a type of evidence demonstrating use of technology.

Divider Five - History/Social Sciences (Vocational Studies)

- ❑ Completed Entry Cover Sheet
- ❑ Four to six types of evidence referencing the Standards of Learning in history/social sciences/vocational studies including a Student Resume for high school students which may be used as a piece of evidence if it relates to the targeted IEP goal

GUIDELINES FOR COMPILING COLLECTIONS OF EVIDENCE

Collection of Evidence Ownership

Students must have primary ownership of their Collections of Evidence. At no time should a student's Collection of Evidence performances be characterized as teacher, peer, or parent authored. Teachers, parents, and peers may assume support roles as listeners, responders, and encouragers.

In addition to ownership, the following cautions must be considered in assisting students with disabilities to develop their own COEs. Instructional staff responsible for compiling COEs should refrain from:

- Using language that assigns a label or disability category to the student.
- Describing student behaviors that provide a negative image of the student.
- Including student performance information that is of a personal nature (i.e., toileting or bathing).
- Providing any accommodation/assistive device that is not a regular part of the student's daily instruction. This also includes providing a student with an accommodation that is not necessary (e.g., picture communication systems for students who clearly write and read print).

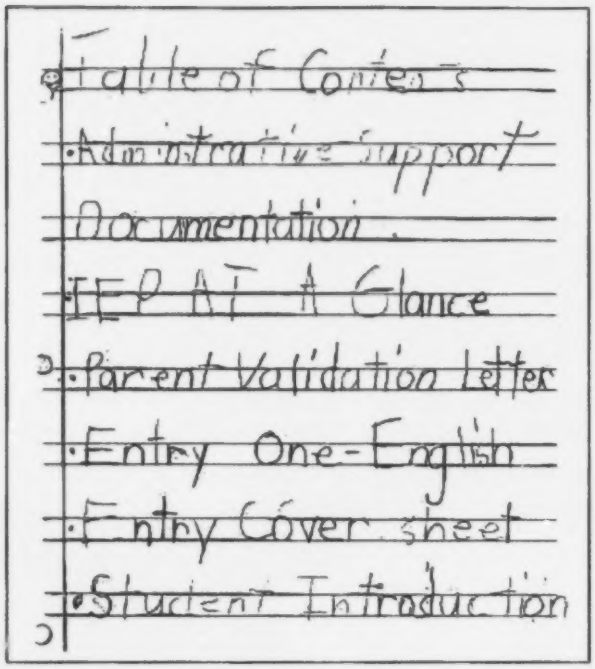
Instructional staff are responsible for providing translations for student work completed in Braille. If translations are not provided, the COEs will be returned unscored to the appropriate divisions. Upon receipt of the translated COEs, the scoring contractor will proceed with scoring, but reports may be delayed.

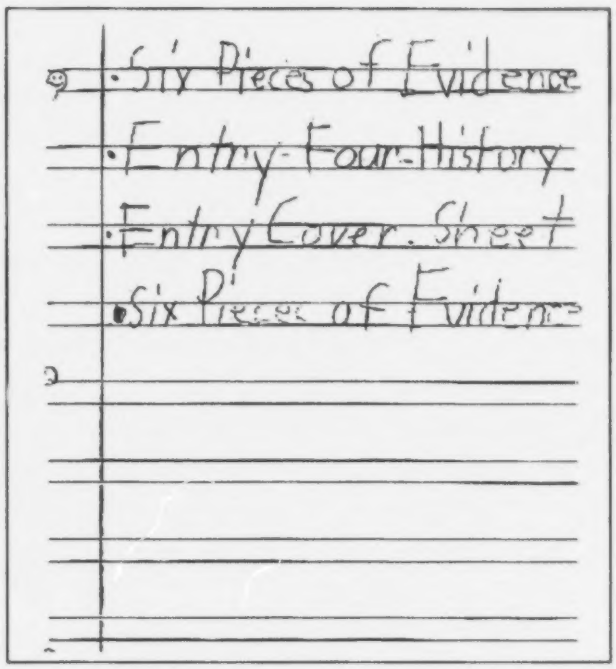
TABLE OF CONTENTS

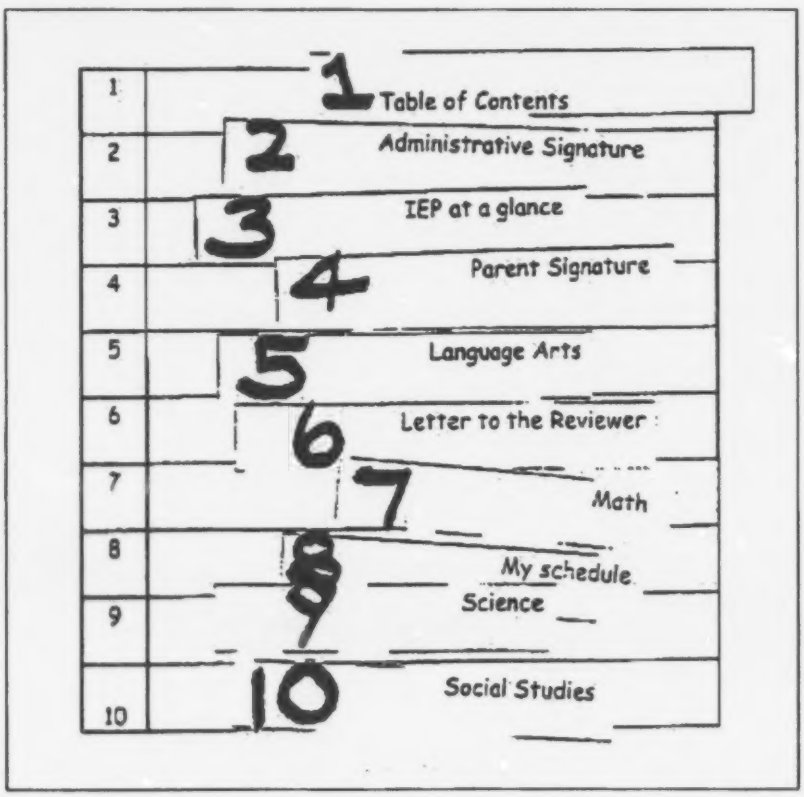
A predetermined Table of Contents and sequence maintain consistency statewide. The Table of Contents lists all components of the Collection of Evidence and should be used with the "checklist" to ensure all required components are included in the Collection of Evidence. The components to include in the Table of Contents are found on page 45. The checklist on page 47 may be used as components are included in the Collection of Evidence.

The Table of Contents can reflect the student's participation in the construction of the Collection of Evidence using the student's primary mode of communication with needed supports. The following samples demonstrate student- and teacher-generated tables of contents.

Sample Table of Contents







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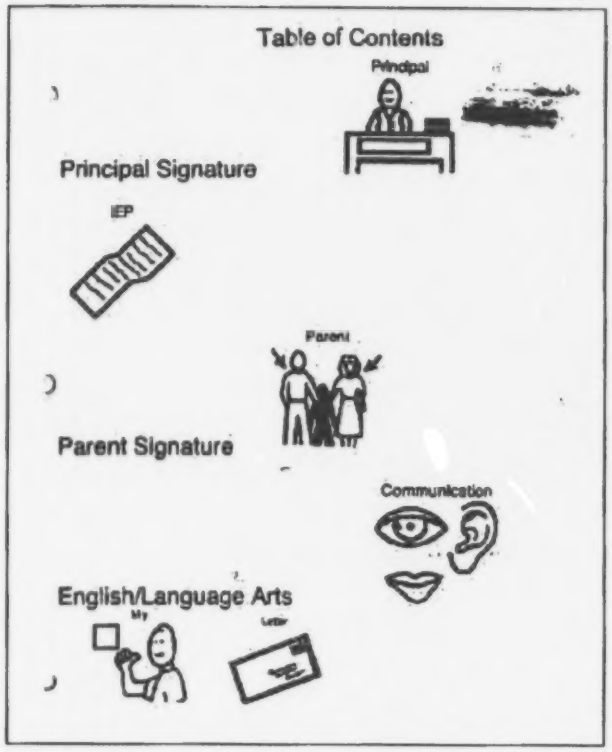
Sample Table of Contents



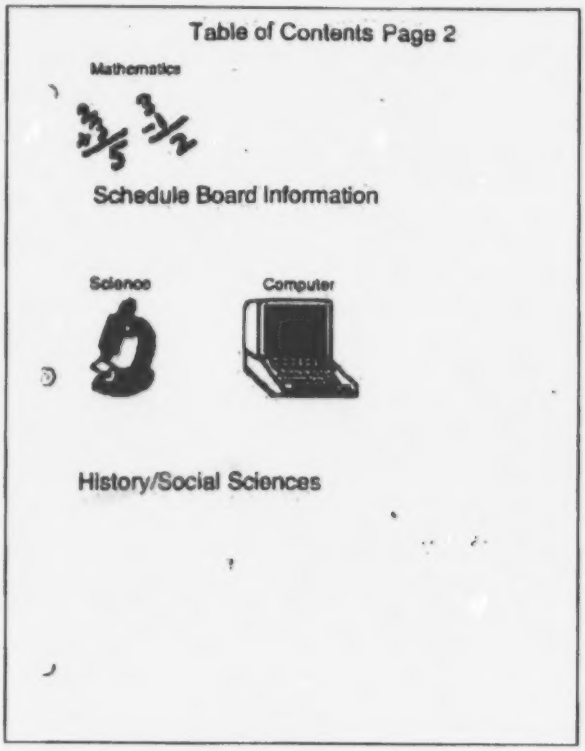


Table of Contents

Parental consent form
letter to the reviewer
IEP
Schedule
language Arts Entry
Vocational/Social Studies
Science Entry
Math Entry
Demographic page

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ADMINISTRATIVE SUPPORT DOCUMENTATION

The Administrative Support Documentation Form must be signed and dated by a building administrator who is responsible for supervising special education. The purpose of the form is to document that the administrator has reviewed and approves submission of the Collection of Evidence. The comment section may be used to provide any relevant information that has impacted the student's completion of all required elements of the Virginia Alternate Assessment Program. The letter on page 53 must be used as the Administrative Support Documentation. The administrative support document must be signed to receive credit. **COE without signed Administrative Support Documentation will NOT be scored!**

Administrator's Support Documentation

Date:

Dear _____,
Teacher's Name

I have reviewed the components and entries of _____'s
Student's Name
Collection of Evidence and approve of submission for scoring.

Comments:

_____
Signature of Building Administrator

_____
Title

_____
School

NOTE: Administrators should note any extenuating circumstances related to this Collection of Evidence on this document. (i.e. extended medical absence, late transfer students, etc.)

IEP AT A GLANCE

The IEP at a Glance provides a basis for interpreting the data found in the entries and a context for interpreting delivery practices. This component will serve as an "anchor" for reviewing the entries. Submitted evidence **must reflect** the stated measurable IEP goals to be assessed. In addition to the list of measurable goals, accommodations/modifications, and transition planning (for high school students), it will be necessary to cross-reference these goals on the Entry Cover Sheets and types of evidence. But at a minimum, the IEP at a Glance **must include assessed IEP goals** that are evidenced in the Collection of Evidence.

The sample briefly lists the student's goals and objectives, accommodations needed for instruction, and transition plan. The IEP at a Glance will be used as a tool for identifying assessed goals that must be evidenced in the Collection.

TIPS FOR TEACHERS

- Follow the format given for the IEP at a Glance.
- Goals and objectives pages copied from the IEP will not count as the IEP at a Glance.
- A copy of the entire IEP will not count as the IEP at a Glance.
- Do not include information that identifies a student's disability.

SAMPLE IEP AT A GLANCE

Assessed Measurable IEP Goals to be Evidenced

1. By November 2000, Tamar will independently greet friends and teachers upon entering class, traveling halls, and on job sites on three out of four trials.

2. By January 2001, Tamar will initiate a conversation with friends or teachers in school or the work environment at least once a week for three consecutive weeks.

3. By December 2000, Tamar will complete the steps of a task analysis required to copy, collate, and staple the school newsletter requiring no more than three verbal prompts during three out of five sessions (or trials).

4. By June 2001, Tamar will complete five hours of job exploration at four different community-based work environments.

5. By January 2001, Tamar will complete the order form for supplies to restock the high school bookstore given a weekly budget of $50 without exceeding the budget for nine out of ten weeks.

6. By December 2000, Tamar will use a calculator to keep track of his spending while grocery shopping with 100 percent accuracy on three out of four consecutive trials.

7. By June 2001, Tamar will use a computer to accurately type one-page letters, lists, and reports with no more than three verbal prompts for five consecutive trials.

Accommodations

- Overlays for communication devices for classes, jobs, and social situations.
- Augmentative communication device available at school, home, and community.
- Social stories to teach new social skills.
- Encouragement to participate in class discussions.

Transition Plan

As an adult, Tamar and his parents desire him to be gainfully employed and living in an apartment or home of his own with support. At this time, Tamar is not planning on pursuing post secondary educational opportunities. To achieve these goals, Tamar will require specialized instruction, community experiences, a vocational evaluation, and independent living skills instruction. Referrals will be made to the following agencies/organizations to provide services needed in this transition plan: Community Services Board, Department of Rehabilitative Services, and the Center for Independent Living.

PARENT REVIEW AND FEEDBACK
(VALIDATION LETTER)

One **required component** of the Alternate Assessment is to gather parent feedback. This process is a communication tool with the purposes of:

1. Determining if the parents have seen the Collection of Evidence, and
2. Validating the contents of the Collection of Evidence.

In addition, the Parent Review and Feedback form may be used to determine if:

5. The parent understands how the Collection of Evidence is related to the goals and benchmarks of the IEP, and
4. The student's progress on assessed goals is reflected in activities at home and in the community.

Validation Letter

One method of gathering parent feedback is a validation letter. A sample validation letter may be found on page 57. The purpose of the Validation Letter is to validate the contents of the Collection of Evidence. It may enhance the Collection of Evidence by serving as a secondary type of evidence for the natural extension of assessed measurable IEP goals taught in the home. A signed form letter, audiotape, dictated letter, or authored letter by the parent may be used.

If the teacher or school cannot secure a letter, then documented efforts to do so will be accepted. This documentation should be submitted as the Parent Validation component in the Collection of Evidence. **A video or photograph permission form may not serve as a Parent Validation Letter.** In the case of a student who has reached the age of majority (18) and has not been adjudicated to the guardianship of an adult, he/she shall be presumed to be a competent adult and should validate the contents of his/her own Collection of Evidence unless one of the actions specified in the Virginia Special Education Regulations has been taken (20-80-72 Transfer of Rights to students who each the age of majority).

PLEASE ATTACH A "PARENT CONTACT LOG" TO THE PARENT VALIDATION LETTER IF YOU ARE UNABLE TO SECURE A PARENT(S) SIGNATURE. THIS CAN BE FOUND ON PAGE 208 - APPENDIX K.

If the division cannot secure a parent signature or does not document attempts made to acquire parent signatures for a COE for a minor or guardian student, the COE will NOT be scored!

PARENT VALIDATION LETTER

Date:

RE: Collection of Evidence for _____
Student's Name

Dear _____:
Teacher's name

I have reviewed the contents of this Collection of Evidence and agree that the entries are his/her work.

Comments:

_____ _____
Parent's Signature Parent's Signature

ENTRY COVER SHEET

The Entry Cover Sheet is completed for each of the four content area entries. It identifies IEP assessed goals to be evidenced, Linkage to the Standards, and other performance dimensions. **IEP goals and integrated standards noted on the Entry Cover Sheet should be indexed on the Types of Evidence.**

Student identification numbers may be obtained at the local level. The teacher's signature at the bottom of the entry cover sheet validates the entry. Blank entry cover sheets may be found on page 209. They are also available on the DOE website:
http://www.pen.k12.va.us/VDOE/Instruction/Sped/spedsol.html

TIPS FOR TEACHERS

- Remember to include the student's age. This will assist the scorers in determining if the instructional materials are age appropriate and in identifying peers.
- Do not forget to circle one content area.
- For Student Performance, be sure to write a measurable goal.
- **Do not put numerous unrelated IEP goals in any given content area.** It becomes very difficult to demonstrate student performance of goals.
- When completing Linkage to Standards, list the content area, sub-area, grade level reference, and then the SOL. (English: Oral Language 6.1. The student will analyze oral participation in small group activities.) If the linkage focuses on a particular bullet, add bulleted information as well (e.g., English: Oral Language 6.1 The student will analyze oral participation in small group activity.)
- Make sure that the SOL and IEP goals are related.
- Make sure the SOL applies to the content area.
- Keep it simple – select only ONE SOL link and IEP goal.
- Completely fill in each area in the "Evidence Description." The information provided in this section will assist the scorer in reviewing your entry.
- Make sure your evidence matches the SOL and IEP goal. The more obvious the link, the better.
- Be sure to use only one entry cover sheet per content area.

SAMPLE ALTERNATE ASSESSMENT ENTRY COVER SHEET

Student Number: 123456 Grade Level 11 Age of the Student: 20

CONTENT AREA: (circle one): English/Language Arts Math
Science (Technology) History/Social Sciences (Vocational)

STUDENT PERFORMANCE: What measurable IEP Goal is evidenced?
To engage in verbal interaction with store personnel using appropriate eye contact, language, and response time for a least 2 minutes for 5 consecutive sessions

LINKAGE TO STANDARDS: What Standards of Learning are evidenced? Reference the SOL and write out the standard.)
SOL Oral Language 4.1: The student will use effective communication in a variety of settings.

EVIDENCE DESCRIPTION
(include 4-6 types of evidence)

			VARIETY OF SETTINGS AND SOCIAL INTERACTION		CONTEXTS	SUPPORTS FOR INDEPENDENCE
Piece #	**Evidence (list task or method of data collection used)**	**Primary (P) or Secondary (S)**	**Setting of Student Performance**	**Evidence of Social Interaction**	**Materials Used**	**Supports Used by the Student for this Task**
1	*Teacher observations using criteria checklist*	*P*	*Walmart, CVS, Penney's*	*Store clerks*	*Store circular, shopping list, $$*	*Gestural prompt*
2	*Captioned photo of student completing task*	*S*	*Walmart*	*Deli manager, Store clerks*	*Coupon, $$*	*Model prompt*
3	*Data sheet showing level of prompt*	*P*	*School Store, Ukrops*	*Student helper, cashier*	*Grocery list, $$*	*Verbal, gestural, and model*
4	*Letter from peer volunteer*	*P*	*Mall*	*Peer, Store clerks, other shoppers*	*None*	
5	*Video*	*S*	*School Store*	*Peer, Store clerks, other shoppers*	*$$*	*Gestural prompt*
6	*Parent letter*	*S*	*Food Lion, Shops at Mall*	*Walmart greeters*	*MVP Card, Grocery list, coupons*	*Verbal prompt*

Comments:

The student's work evidenced in this entry accurately reflects typical instructional programming directed to previously specified standards.

*Teacher Signature*_____
*Date*_____

ENTRY EVIDENCE

Each entry should be a reflection of the student's work performance, not a collection of blank worksheets or unidentifiable photos. Each type of data collected is considered a "type of evidence." Four to six types of evidence must be included in each entry. There must be one entry for each of the four content areas: English/Language Arts, Mathematics, Science (to include technology), History/Social Sciences (to include vocational performance indicators). It is recommended that types of evidence should be collected throughout the academic year.

Stronger entries will include data sheets or evidence of the student's performance on a specific task that shows access to and progress in the general curriculum based on the Standards of Learning. Another rule of thumb is to "triangulate" or to use multiple methods (types) or data collection strategies to collect data that will evidence performance on the assessed IEP goals. Triangulation of data will be accomplished by providing primary types of evidence and secondary types of evidence for each entry.

Primary Types of Evidence

For each entry, the evidence will consist of primary data that shows student performance. Each entry **must** have at least one of the following primary types of evidence:

- Data sheets
- Chart/graphing
- Anecdotal record (including Observation)
- Work sample
- Permanent product

Secondary Types of Evidence

Secondary data may show generalization across settings or people. Each entry **may** include the following secondary types of evidence:

- Audiotape
- Student reflection
- Parent interview
- General education teacher interview
- Employer/community based work supervisor interview
- Related service staff interview
- Videotape with brief script
- Captioned photograph

In the following sample, triangulation is accomplished by using work sheets, captioned photos demonstrating targeted skills, data sheets, and video clips. By using the practice of triangulation, it will be easier to evidence each of the performance dimensions, as well. In some entries, there may be clear evidence of student performance and linkage to the standards through graded work products, data sheets, anecdotal records, or charts of student responses. Social interactions may be evidenced using photos of a reading partner or peer reflection. Age-appropriate materials

may be evidenced by reviewing work sheets and photos of the materials needed to complete a task. Supports for independence may be evidenced using a data sheet or a video and script of a student using a needed support. The script is a means of protecting the student's evidence in case of technology malfunction.

Each entry may address a different number of IEP goals or Standards of Learning. Determining the goals and access to the general curriculum should be a decision made by the IEP team. **It is recommended that ONLY one IEP goal is used and one Standard of Learning referenced per content area.** See Appendix C for more guidance for "Developing Entries for Alternate Assessments: Three Methods."

The Alternate Assessment Entry Cover Sheets are to be used to "showcase or highlight" the student's performance. Entry cover sheets are **NOT** evidence in themselves. They merely tell reviewers what evidence follows the entry cover sheet in the COE. **Therefore, it is important to remember that whatever is written on the entry cover sheet as evidence MUST be demonstrated in the actual types of evidence included in the entry!** These entry cover sheets **introduce** what is coming next and the content area of the entry. Evidence for each dimension should be mentioned briefly using a bulleted list, phrases, or short sentences on the cover sheet. Scorers will appreciate organized entries that are cross-referenced using the cover sheets. **It is required that each type of evidence index the measurable IEP goal and Standard of Learning listed**

*****Please note that material contained in the Collections of Evidence in whole or in part should not be used in subsequent COE submissions by that student or another student.*****

SAMPLE OF TECHNIQUES TO COLLECT TYPES OF EVIDENCE

Primary Types of Evidence

Instructional Data Sheets

A standardized or teacher-generated data sheet may be used to evidence performance on specific goals, tasks, or behaviors demonstrated by the student. A data sheet entry may be strengthened by student performance demonstration through a work product, video, or photo. The data sheet should include the assessed goal, analysis of the student performance, and a scoring key to describe marking on the data sheet. If appropriate, it can also include information on location and materials used.

A data sheet can be used to show evidence of:

- Student performance
- Supports
- Settings
- Materials
- Peer involvement

Sample Data Sheet

Student Name _____

IEP Goal _____

Materials Used _____

Date	Yes (+) or No (-) Level of Support V, G, P	Setting and Activity/ Where? And What?	Interactions/With Whom?

V= Verbal prompt
G= Gestural prompt
P= Physical prompt

GE= Note if individual is General Education peer
SE= Special Education peer
SS= School Staff

Structured Observation (See Appendix E)

The structured observation is a pre-planned activity in which the student demonstrates performance on an assessed IEP goal. The student is given directions to perform a skill. The teacher observes the performance and records the observation. The teacher may further structure the observation by using a checklist of criteria for observing, recording, and evaluating performance. Examples may include giving students a problem to solve, initiating a group discussion or presentation, or directing a student to demonstrate a daily living skill.

Spontaneous Observations (See Appendix E)

The student's performance is observed in naturally occurring situations. This is similar to the structured observation, but occurs naturally rather than being arranged by the teacher. The teacher, or another responsible person, observes the performance demonstration and records the observation as described in Appendix E.

Observations, both structured and spontaneous, may be complete by teachers, parents, related services providers, or other adults in the school or community settings.

Observation an be used to show evidence of:

- Student performance
- Variety of settings
- Peer interaction
- Context
- Supports

Sample Observation Sheet

Student _____

Activity _____

Location _____

Briefly describe the student's performance in the activity listed above. Please include information regarding his/her interaction with others (if appropriate) and support required for success.

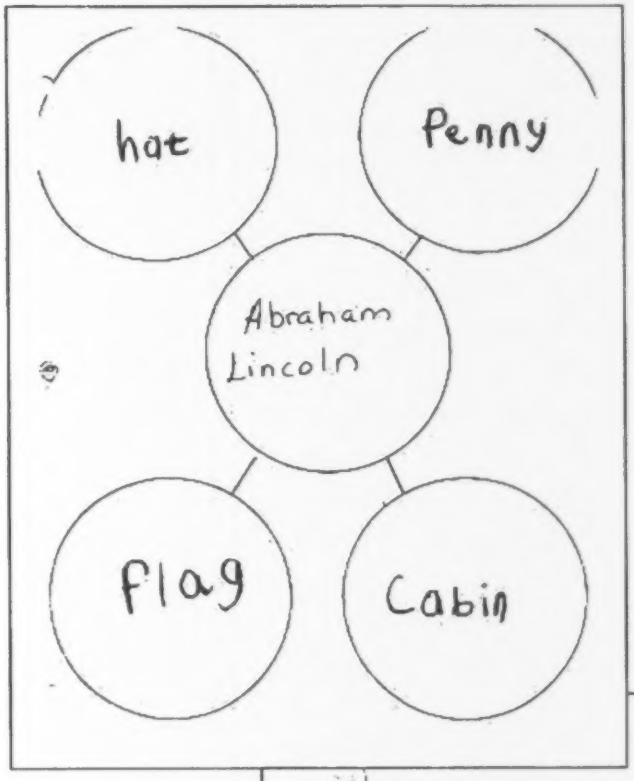
Signature_____ Date_____

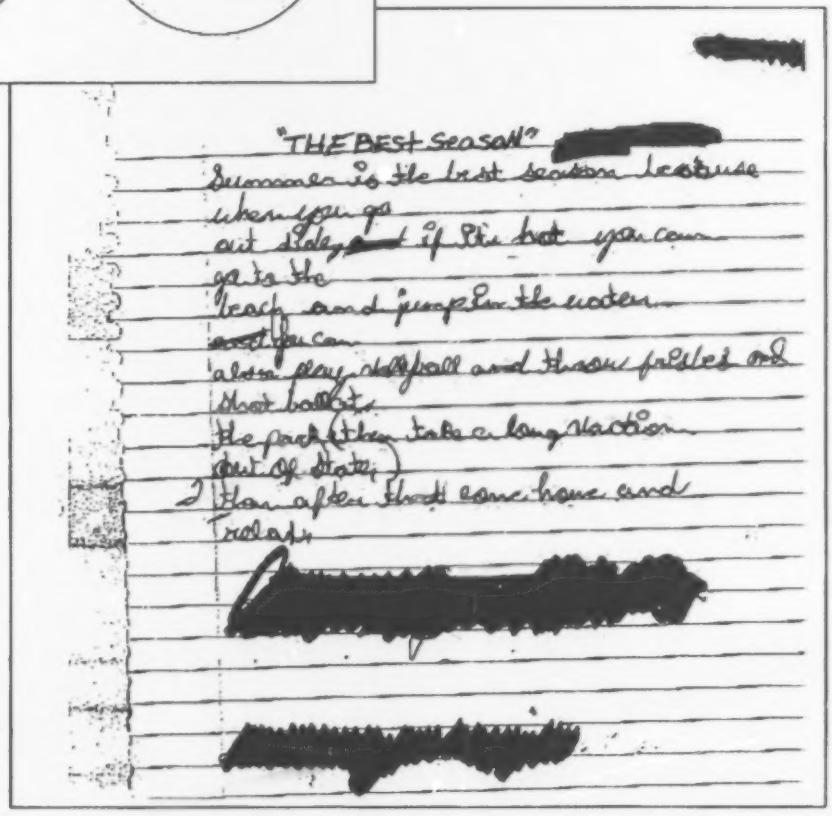
Work Sample or Permanent Product Review

The task may be a pre-planned activity requiring the student to write a response or produce a permanent product. When using this method, a work sample or permanent product is included in an entry. This documentation may include the actual work sheet, written test, or product. A written description and a photograph of the product may be substituted if the item is too large to be included in the entry. It is a good idea to include a caption with each work sample or permanent product. **The caption should include: a brief statement describing the purpose of the work sample, where the student worked on the work sample/permanent product (i.e., special education classroom, regular education classroom, grocery store), support the student received, and peers that may have worked with the student.**

Work samples and permanent products with captions can be used to show:

- Student performance
- Variety of settings
- Supports
- Peer interaction




"THE BEST SEASON"
Summer is the best season because when you go out side if it's hot you can go to the beach and jump in the water and you can also play volleyball and throw frisbee and shot ballons. The park (then take a long vacation out of state) Then after that come home and Today

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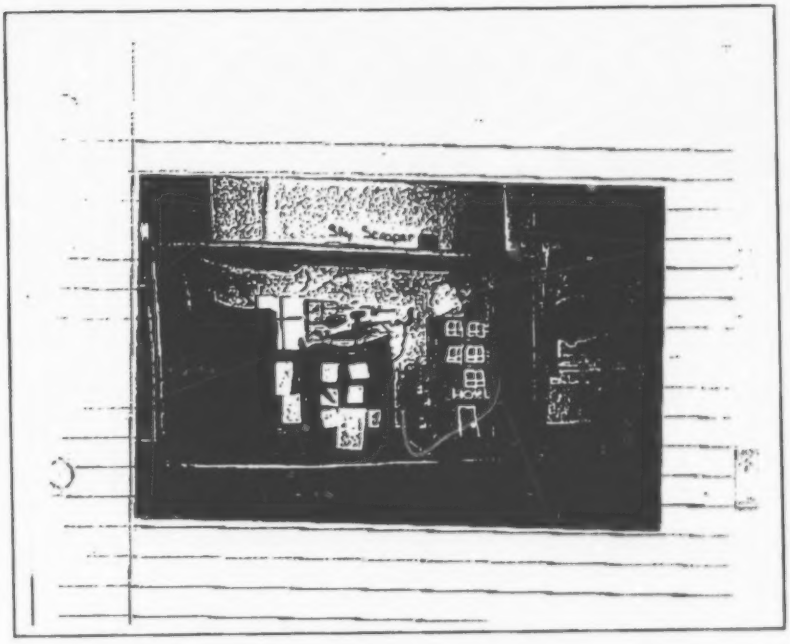
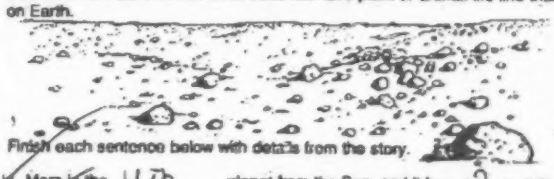


Name [redacted]

Mars—The Red Planet (100)

Mars, the fourth planet from the Sun, is half the size of Earth. Mars has two moons. It has been called the Red Planet because of its red color. Parts of this planet's surface are covered with sand dunes and dry reddish deserts. Other areas look like dried up riverbeds. Some scientists believe water may once have flowed on Mars. Mars also has two polar caps made up of frozen water and dry ice. Pink, Blue, and white clouds move through the Red Planet's sky.

For a long time some people thought there might be life on Mars. When two U.S. spacecraft landed on the planet in 1976, they sent back photographs of Mars and did experiments to find out if life exists there. Scientists now believe that Mars does not have plant or animal life like that on Earth.



Finish each sentence below with details from the story.

1. Mars is the 4th planet from the Sun, and it has 2 moons.
2. Mars is nicknamed the The Red Planet.
3. Two U.S. spacecraft landed on Mars in 1976, sent back photographs, and did experiments.
4. Mars has dry reddish deserts and what look like dried up river beds.
5. Mars has two polar caps made of frozen water and dry ice.

Brainwork! Draw and color a picture that shows your idea of the Red Planet's landscape.

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Secondary Types of Evidence

Student Reflection

The student participating in the Alternate Assessment and/or age-appropriate peer creates the reflection. The reflection provides a brief description of the interaction and process used to complete a desired activity or work sample. The reflection should include evidence of planning, monitoring, and evaluating the process or product. Please include only the first names of peers.

Student reflections can be used to show evidence of:

- Student performance
- Variety of settings and social interactions
- Supports

Student Reflection

Description of the Interaction:

I like the way A acts w/ us.

Setting of the Activity:

Art class

Participating Age Appropriate Peer/Peers

A Age 12

R 11

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Video Profiles with Script (See Appendix E)

Videotape profiles provide objective, clear, and accurate pictures of a student's ability and preferences by illustrating activities, routines, and strategies for instruction and support. Whereas written records are limited by the personal interpretation of the reporter, permanent videotape records provide an opportunity for an independent, thorough analysis of student performance by a number of people with different professional and personal perspectives. The parent, another educator, employer, related service staff, or other individual who is in a position to describe the student's real world performance can make videotape profiles. To use videos of students, parental permission must be obtained through the school division's policy. Application, preparation, protocol examples, and evaluation script may be found in Appendix E.

Videotapes submitted as evidence for the Alternate Assessment **must** adhere to the following guidelines:

- Use ONLY new VHS tape (**DO NOT RECORD OVER PREVIOUSLY USED TAPES**)
- Standard size VHS tape must be used (no diskettes, DVDs, etc.).
- Videotapes must be dedicated to the performance of one student only.
- Videotaped activities should not exceed 90 seconds per activity in length.
- Each videotape must also include a script. In addition to scripting the content of the videotape, the script should include the students' name and the content area to which the tape is assigned.

Videotapes can be used to show evidence of:

- Student performance
- Variety of settings and social interactions
- Context
- Supports

DO NOT **SUBMIT STUDENT EVIDENCE ON PERSONAL OR PREVIOUSLY RECORDED VIDEOTAPE!**

TIPS FOR TEACHERS

- Place all videos and cassettes in plastic inserts provided by Questar.
- Label the videotape with student's name and the content area.
- When using a video to show a variety of student activities, use the video counter and provide a list identifying the sections of the tape pertaining to each content area. (e.g., 001-085: English Use of Sign Language).

Interview

The teacher may interview a parent, teacher, employer, or other individual who is in a position to describe the student's real world performance. Typically, this method is used when the performance occurs in a community/home setting in which the teacher who is assessing the student is not present (e.g., on a work site, at a restaurant). This method provides an opportunity to evaluate the student's performance under the supervision of persons other than the teacher. The parent, another educator, employer, related service staff, or other individual who is in a position to describe the student's real world performance is asked a structured set of questions to enable the teacher to document the student's performance on targeted IEP goal(s) to be evidenced.

An interview may be used to show evidence of:

- Student performance
- Variety of settings
- Peer interaction
- Context
- Supports

Sample Interview Sheet

Student Name: _____ **Age:** _____ **Date:** _____

Interview Conducted by_____
Person Interviewed_____
Position_____

1. **On which IEP Goal(s) have you worked with the student?**

2. **Describe the student's performance of the IEP Goal.**

3. **Describe the setting(s) where you worked with the student on the IEP Goal.**

4. **Describe the student's interactions with peers.**

5. **What help (support) did the student require?**

Other Comments:

Captioned Photographs

Photographs provide evidence of student performance in a variety of activities and settings without being overly intrusive or disruptive. To use photographs, parental permission must be obtained using the school division's policy. A caption that describes the activities in which the student is engaged and the location of the activities must accompany the photo. The caption may also include information regarding the materials used and support, if any, that was provided to the student.

Photographs can be used to show evidence of:

- Variety of settings
- Context
- Supports

DO NOT SUBMIT PHOTOGRAPHS OF A PERSONAL NATURE (TOILETING PROCEDURES, DRESSING PROCEDURES, ETC.). These skills may be a part of programming for the student but should NOT be the entire program for any student and should NOT be selected for inclusion in entries for the VAAP!

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